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# Bulletin

OFFICE OF TRAINING  
MAY • 1963



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### IN THIS ISSUE....

Counterinsurgency is a magic word in Washington today. One way the U. S. Government prepares to counter subversive insurgency is described on page 5 .... Are you one of those who had to quit your accustomed haunts and eat in the south cafeteria last 18 April? You will probably read the account of the National War College visit with added interest .... We've included some ideas on how to give a briefing in this issue; see page 13. We believe most readers will find them useful. .... For those of you who plan some summer study, the External Programs section has many items of interest. .... Since it appears that many in the Agency are not aware of the full scope of training opportunities in the field of finance and budgeting, the rather long item on this subject in the Bulletin Board section should be of considerable interest. .... This issue carries schedules of OTR courses through 31 December 1963 .... The next issue of the BULLETIN will appear in early July.

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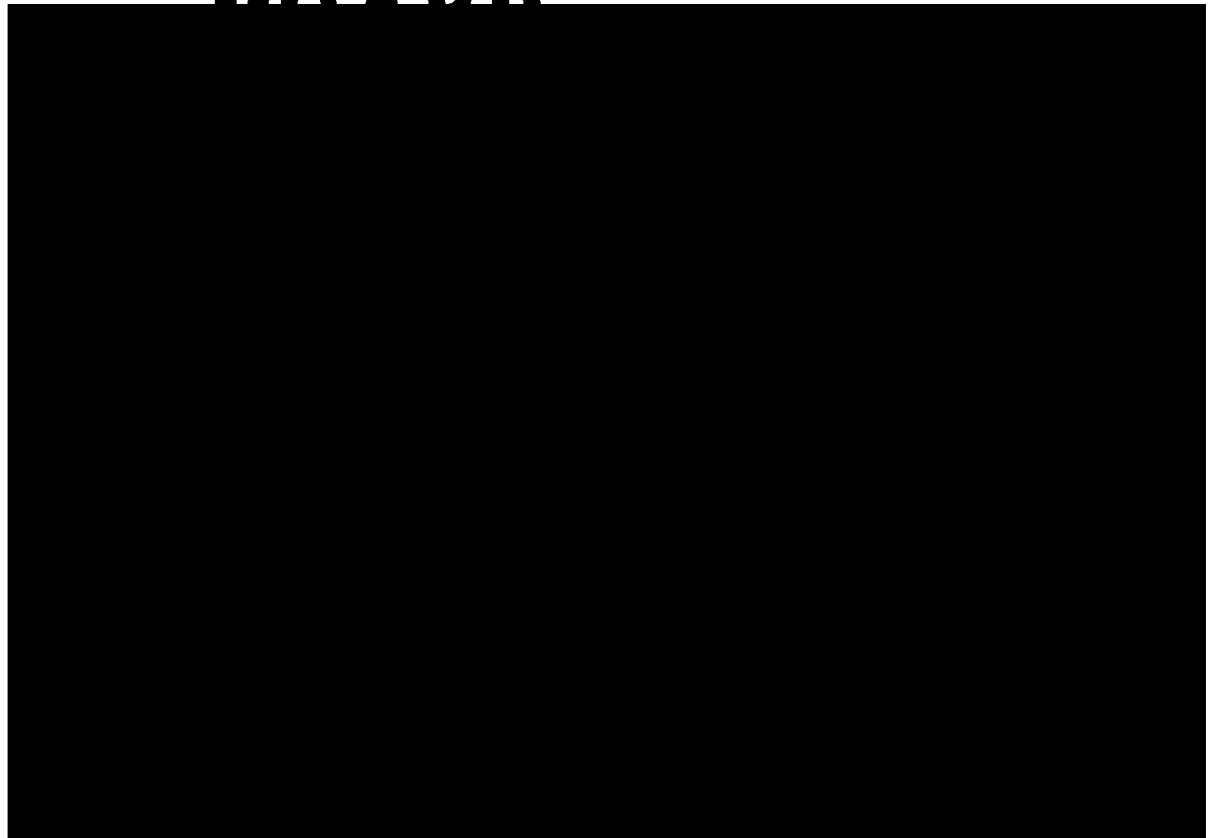
BULLETIN BOARD

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# BULLETIN

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## BOARD



### AFRICAN LANGUAGES

The Language and Area School has established a Department of African Languages covering Sub-Sahara Africa. Courses contemplated for the coming months include Swahili, Malagasy, Hausa, Lingala and others for which an expressed desire may arise. To aid in planning, all interested units and individuals are requested to contact the office of the Language School, extension 2873.

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INTERROGATION  
SEMINARS

Joint training seminars in the exploitation of captured enemy documents and personnel at the strategic level will be conducted at Fort Holabird during the periods 17 - 28 June and 15 - 26 July 1963. The seminars are sponsored by the Joint Interrogation Planning Committee for reserve officers who, in the event of hostilities, will be engaged in interrogation or document exploitation. From CIA, both reservists and nonreservists are eligible.

FINANCIAL  
COURSES

The 13 May running of the new Travel Procedures Course announced in the April BULLETIN is already oversubscribed and applications are being accepted for the 20 September course.

Other courses offered by OTR for the Comptroller include:

Budget and Finance Procedures: two one-week segments, the first covering support theory for all field stations and designed as an introduction for the second week and the two courses which follow; the second segment covers Class B budgetary and financial accounting and Type II property accounting procedures, and is primarily a skill course for personnel in small stations.

Financial Familiarization--Class A budgetary and financial accounting and Type I property accounting procedures (one week, primarily for personnel in large stations).

Financial Familiarization--Commercial Accounting (one week, primarily for employees in commercial cover or proprietary project assignments).

These OTR courses were designed to give Training Officers and employees flexibility in requesting only training pertinent to the assignment; each may be taken separately or in combination with any of the others as needed. Two factors limit these courses: each is scheduled for only 40 hours; and Agency operating components have such differing procedures that there is a point beyond which it is impractical to give detailed

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and uniform procedures to employees of different components in the same class.

In addition, there are three courses given directly by the Comptroller: Survey of Budgeting, which is basic and general, and Budget Execution and Budget Formulation, which are advanced and technical; these are designed primarily for Headquarters application.

OTR and the Office of the Comptroller wish to meet the requirements of the operating components. If the two series of courses outlined above do not meet an individual or group need, the training requirement should be referred to the Chief/Operations School/OTR, or to the Comptroller Training Officer. OTR can arrange tutorial training and the Office of the Comptroller can provide on-the-job training. Given proper definition of training requirements and adequate training time, the Agency is able to meet the increased demands for financial and budgetary training which have resulted from new laws, the continuing federal Financial Management Improvement Program, and internal Agency administrative and operational needs.

TRAINING  
IN  
MANAGEMENT  
ANALYSIS

The Registrar Staff has information on the courses to be conducted in Washington by the Army Management Engineering Training Agency(AMETA). These courses are being offered under Bureau of the Budget sponsorship and at no cost. Courses are:

Systems and Procedures Analysis for ADP(13-24 May)  
Managing Research and Development Activities(20-22 May)  
Systems and Procedures Analysis(3-14 June)  
Management Statistics(17-28 June)  
Operations Research Appreciation(8-12 July)  
Seminar for Chiefs of Management Offices(8-19 July)

For further details, call [REDACTED] x5517.

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#### GEORGE'S SCHOOL IS PROGRESSIVE

When I ran into George in the kitchen the other morning, my ten-year-old, a rotund egghead already in bifocals, was breakfasting on yogurt, sunflower seeds, and Kant's "Critique of Pure Reason."

"Well, how's school?" I inquired, being rather good at small talk.

George attends a progressive school. He can give you a formula for the alpha rhythm of the cortex and next year he's going to learn about the alphabet.

"We are starting a new project," George informed me. Clearly, he expected the Nobel Prize Committee would be watching eagerly.

Another class project! We'd just have to be brave about it.

On the last one, two kids were trapped in a bathysphere on the bottom of a lake. This new project could be anything from a campaign to impeach the mayor to building a swamp.

"On Monday," George went on, "we start building a swamp."

"A real challenge, eh?" I knew better than to appear distraught or to suggest that somebody at his little, mad schoolhouse was over-dosing with pep pills.

Article six of the school's Code for Enlightened Parents cautions that adult skepticism could injure the young, inquiring mind.

When George went downstairs to his fallout shelter to repair a damaged atom, I called his home-room teacher, Miss Grosskopf.

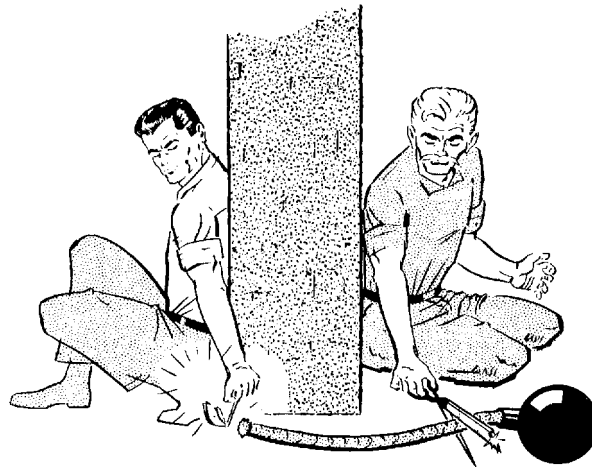
"What good," I demanded, "is a swamp?"

"Now, now," she scolded, "it's to be no ordinary swamp. It's one on the moon."

(Continued on page 42)

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# Counterinsurgency

## LEARNING THE COUNTRY-TEAM APPROACH

**S**top the world, I want to get off! This surrender is heard today only in "civilized" lands, only in the "developed" countries. For every individual or group which panics and calls for the conductor to let them out of the struggle there is a whole nation clamoring to get in. Nations which have sat out the flow of modern economic and social advance have suddenly awakened and are crying "Stop the world, I want to get on!" They want to be part of the new world they have ignored so long or of which they have only now become aware. These are the developing countries.



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**T**ake any one of these developing nations--Iran, Thailand, South Vietnam, Nigeria, Colombia, almost any of the countries of Asia, the Near East, Africa, or Latin America. Any one you consider has economic problems: its agriculture is inefficient and ineffective, its industry not in tune with its resources or the needs of the world of trade or too limited, its wealth poorly distributed. It has political and social difficulties: a government system which no longer works or is breaking down, wildly too great disparities between its social classes, ignorance and illiteracy and no plans or means to overcome them, unrest in social patterns and institutions, and the surge toward social and economic revolution. There may be and usually are threats to its stability or even existence, whether from subversive insurgency at home or outside pressure.

**A**nd on top of all the stresses and strains of the developmental process, the country is caught in the struggle between Communism and the Free World for primary influence over the direction and outcome of that developmental process.

**T**his country is a problem not just to itself; because our policy and world circumstances have made it so, it is a problem to the United States. The U. S. objective in overseas internal defense is to safeguard and assist less developed societies in fulfilling their aspirations to remain free and to fashion ways of life independent from communist or other totalitarian domination or control. The susceptibility of developing societies to dissidence and violence which can be exploited by the communists requires the development of indigenous capabilities to cope with the threat to internal security in whatever form it appears. Reasonable stability is necessary for healthy economic growth and the evolution of human liberties and representative government.

**B**riefly: We have a political and ideological interest in assuring that developing nations evolve in a way that affords a congenial world environment for international cooperation and the growth of free institutions.

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We have a military interest in assuring that strategic areas and the manpower and natural resources of these developing nations do not fall under communist control; that these nations are able to maintain their internal security and preserve their independence. We have an economic interest in assuring that the resources and markets of the less developed part of the world remain available to us and the rest of the free world. And we have a humanitarian interest in assuring the achievement of the social, economic, and educational aspirations of these nations.

**W**hen U. S. resources are to be applied to the solution of these problems, the job goes to the U. S. envoys in the country in question--the embassy, the U. S. Operations Mission (AID), the Public Affairs Officers (USIA), the Defense Department representatives, the CIA station. These form the "country team". U. S. policy is that the representatives of these agencies work together, each playing his unique and indispensable part, but coordinating and cooperating on the problem as a team.

**B**ecause the problems of developing countries, especially those faced with subversive insurgency, are so difficult and their solution so urgent, the five agencies named above have joined to sponsor the course called Interdepartmental Country Team Seminar: Problems of Development and Internal Defense. The course title indicates the subject matter and the method of attacking it. Just as in the country involved, so here in Washington the country team approach is used --students from each of the participating agencies forming teams during the course to study an area in a general way and then a particular problem of a specific country. In this way a spirit of cooperation and understanding is encouraged which will assure maximum integration and effectiveness of the U. S. effort in that country.

The objectives of the course, then, are to familiarize key civilian and military officers assigned to developing countries, especially those where insurgency is active or incipient, with U. S. policy, doctrine, and capabilities applicable to the prevention and defeat of subversion and subversive insurgency. This is done through examination of the political, economic, social, and psychological factors which produce

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dissidence and insurgency inimical to U. S. interests; of the nature of the internal and external threats; of the broad strategic concepts involved in modernization and internal defense; of the availability and use of U. S. resources to support local governments in their efforts to prevent or defeat subversive insurgency; and of the operational doctrine and techniques for the application and integration of these resources at the country team level on the basis of a common understanding of U. S. purposes and of the limitations on U. S. capabilities.

#### Students in the Country Team Seminar

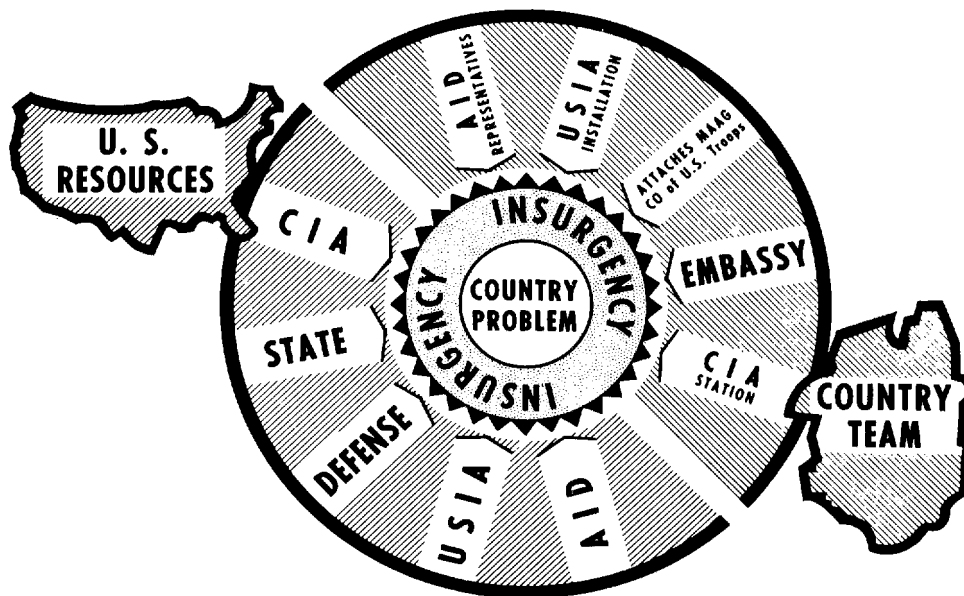
- study the origins of insurgency and available techniques to defeat it;
- learn as much as possible of the unique and indispensable contributions the various operational arms of U. S. policy can bring to bear at the country team level in preventing and defeating insurgency inimical to U. S. interests;
- examine American AID and military assistance programs to gain a better understanding of their effectiveness;
- analyze methods by which U. S. resources can assist local governments to increase their acceptability among the "critical sectors" (students, youth, elites, intelligentsia) and strengthen the social cohesion of the people through programs designed to close the critical gaps between urban centers, the government, and the countryside (civic action, community development, agrarian reform);
- focus on methods of identifying and encouraging the "innovators" and entrepreneurs within developing states;
- probe the difficulties of inducing traditional establishments, with the help of our military and other assistance and advice, to 1) move in the direction of effective internal defense structures based on military, paramilitary, and police forces; and 2) undertake programs to enhance the identification of populace with the constituted government.

**D**uring the first three weeks of the seminar the entire group hears two lectures each morning developing the political, economic, and social problems which produce dissidence and insurgency in the underdeveloped countries and the question of internal defense against that insurgency, both the violent and that which stops short of violence. Country teams meet each afternoon to discuss the application of U. S. resources to the problems of development and insurgency in their area.

**B**oth the intensive instruction given during the lectures and the country team discussions emphasize the range of U. S. resources which can be employed in the field, including assistance to host governments

with economic and political problems and assistance in training their specialists in military, police, or information operations. The lecturers are experts in their fields and come both from government and from leading universities. They include ambassadors and officials of the secretarial level of the State Department, experienced general officers from the armed services, key officials of AID and USIA, and representatives of CIA such as Lyman Kirkpatrick and

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During the last two weeks of the course the country teams meet daily to apply the analyses of the first three weeks to selected case and country studies. During this time there are presentations by qualified experts to show how U. S. resources have been or are being used; these talks are not given to the whole group but only to country teams interested in the specific areas to be discussed. If the team finds that it needs additional information or new interpretations of data, the faculty representatives of the sponsoring agencies

assist them to obtain briefings or opportunities for formal discussion with appropriate officers of any agency or with resource personnel outside of government.

**E**ach team examines and discusses an internal defense plan for the country under study with a view to preparing a plan or part of a plan to cope with a current vital problem facing the U. S. Government. The written plan is presented orally to the seminar and a selected board of auditors for discussion, and it is made available in written form to appropriate officers in the participating agencies for their information and possible evaluation, and to the Special Group (CI).

Suggested country team problems might be:

Possible lines of action available to the U. S. Embassies in Phnom Penh and Saigon to assist the Cambodian and Vietnamese Governments to reconcile their differences in the discovery of common interests for mutual security against communist subversion and insurgency. Consider measures to deal with Sihanouk's neutrality proposal so as to assure maintenance of the U. S. MAAG role in Cambodia while protecting our posture in South Vietnam.

What action should the United States take to secure a more favorable attitude in Iraq toward the United States and its programs and policies? Are there elements in the Kurdish revolt which should be developed and exploited?

Analysis of the sources of and reasons for the potential subversion of the Nkrumah government, and possible U. S. courses of action in that connection.

What actions should the United States take to isolate and separate the left sectors of the MNR in Bolivia and to assure control of that party by moderate elements in preparation for the 1964 elections?

**T**his course was instituted and developed on the recommendations of the Special Group (CI) in accordance with National Security Action Memorandum 131. President Kennedy has noted establishment of the Interdepartmental Seminar with approval and has stated that he wishes key civilian and military personnel

who are being assigned to responsible positions in the underdeveloped areas to attend the course before leaving for their posts.

**S**tudents assigned to this course by State are usually Ambassadors and deputy chiefs of mission; Defense sends general officers and senior colonels; chiefs of USOM's (AID) and PAO's (USIA installations) attend, and the general level for CIA is chief or potential chief of station and key officials from substantive divisions in Headquarters. The Agency is sending eight officers to each running of the course, which is scheduled about six times a year. Senior people from State, Defense, and the other agencies, in many cases the department heads, address the seminars.

**T**he Department of State furnishes on a reimbursable basis all physical facilities for the course, classrooms, auditorium, seminar rooms at the Foreign Service Institute. It also provides the clerical staff and the Coordinator of the course is a leading State officer. Many films have been made available for screening at the option of country teams, and both lecturers and teams may call upon a fully equipped audiovisual aids department. There is a special library set up for the seminar, including multiple copies of books on the required reading list and classified material, and a reference staff is at the service of the students. As mentioned before, faculty representatives from each of the participating agencies are on hand to aid the student in their discussions and preparation of reports, either by contributing their own knowledge and experience or by putting students in contact with expert guidance.

**F**or the benefit of those who won't have an opportunity to take the course but would like to look deeper into the subject, here are some readily obtainable selections from the seminar's required reading list:

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ECONOMIC DEVELOPMENT IN PERSPECTIVE, Galbraith  
THE EMERGING NATIONS, Millikan and Blackmer  
THE REBELS: A STUDY OF POST-WAR INSURRECTIONS,  
Crozier  
MAO TSE-TUNG ON GUERRILLA WARFARE, Mao Tse-Tung  
PARTISAN WARFARE, Heilbrunn

AFRICAN DEVELOPMENT, Moran  
SOCIAL CHANGE IN MODERN AFRICA, Southall

CASTRO'S REVOLUTION, Draper  
SOUTH AMERICA, Hanke

SOCIAL FORCES IN THE MIDDLE EAST, Fisher  
CONTEMPORARY ARAB POLITICS, Kirk  
DEFENSE OF THE MIDDLE EAST, Campbell

THE POLITICS OF SOUTH ASIA, Weiner  
INDIA'S CHINA POLICY, Chakravart  
BORDERLANDS, Kuhn

SOUTHEAST ASIA TODAY AND TOMORROW--A POLITICAL  
ANALYSIS, Butwell  
PEOPLE'S WAR PEOPLE'S ARMY, Vo Nguyen Giap  
GUERRILLA COMMUNISM IN MALAYA, Pye

Committee chairmen should be selected with great care, advises W. J. Gillingham, president, Schlumberger Well Surveying Corp., whose company considers committees a "necessary evil," useful only for gathering and discussing information, and making recommendations. It is a mistake, he says, to treat a committee as a decision-making body. A good chairman should have answers to all the problems before he goes to a meeting, and better answers when he leaves. While a good chairman can make a poor committee function well, he adds, a poor chairman cannot get good results from a good committee.

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## **NATIONAL WAR COLLEGE**

### **Tours CIA Headquarters**

On 18 April, the Agency was host to the entire student body and faculty of the National War College. At the invitation of General Marshall S. Carter, Deputy Director of Central Intelligence, they visited Langley Headquarters for an all-day orientation into some of the more important aspects of CIA activity.

The reason for the invitation, as expressed by General Carter, is that the men now at the National War College are or will be ranking military or civilian officers, both in Washington and at overseas posts, with whom CIA will be working and upon whose cooperation much of the Agency's work will depend. A better understanding and appreciation by them of CIA's function, operations, and capability cannot but be helpful. This is a major objective of those Agency employees who are now students at the NWC, and is the goal of those who planned the NWC visit. Briefly, their intention was, through a program of talks, visits to several areas of the Headquarters building, and special exhibits, to "surface" CIA to this group of military and civilian leaders.

During the morning the NWC students met in the auditorium. After a brief welcome by General Carter, Dr. Albert D. Wheelon, Assistant Director for Scientific Intelligence, and Major General Jermain F. Rodenhauser, Chief of the Air Force Technical Application Center, talked about U. S. capabilities in the detection and study of Soviet missile launchings and nuclear tests. Colonel J. C. King, Chief of the Western



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Hemisphere Division, then described insurgency in Colombia and efforts to counteract it. Closing the program, General Carter answered questions on CIA.

Lunch was served to the visitors in the north dining room. CIA hosts were senior Agency officials and Agency alumni of the NWC.

During the afternoon the visitors divided into nine groups. Each group was able to see at least three or four of the exhibits prepared for the occasion. These included a very complete display of Agency publications, [REDACTED] ment, selections from OTR training films, and tours of the Cable Secretariat, the Security Control Room, and Records Integration Division's computers and document machines.

The Agency hopes to make a visit by the students and faculty of the National War College an annual event.

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QUOTED WITHOUT COMMENT....

CPYRGHT

"Too often learners do not receive the kind of help and guidance that will enable them to habitualize their behaviour for the benefit of the group. They are allowed to become individualists."

(From INTRODUCTION TO EDUCATION--FUNDAMENTAL PRINCIPLES AND MODERN PRACTICES, L. D. and Alice Crow)

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# SOME NOTES ON BRIEFING

## MOSTLY OF THE HOW-TO-DO-IT SORT....

Most readers of this BULLETIN will at some time have the opportunity to give a briefing (note use of the word "opportunity"--briefing need not be a chore). Your briefing may be given just to a new employee who has to be shown the office ropes; it may be an explanation of the work of your office to a large or small audience, to Agency employees or to outsiders; briefing may be an intermittent assignment for you, or you may be the briefing officer of your component.

A briefing is by nature explanatory, expository; it is not a sales talk or a welcome address or an after-dinner speech. Neither is it a part of a course, where you have more time for development of your topic, an opportunity to assign reading, and exams; a briefing must achieve maximum impact in minimum time.

A veteran briefing officer lays down the following as essential elements of a successful briefing technique:

### I. KNOWLEDGE OF SUBJECT

This sounds obvious, and normally you will not be asked to brief on a subject you know nothing about. But many a briefer has tried to explain something without really understanding it himself, or at least without having clearly thought it out in his own mind

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so that he can give a lucid explanation and answer questions. While it is a truism that subject knowledge is basic to successful briefing, it is one often honored in the breach and worth consideration both by those newly come to the game and by experienced briefers.

If, for example, the briefing you are giving is on the organization of an office, make sure you have that organization clearly pictured or charted in your mind, and that you are not dependent on a chart or vu-graph for the basic facts of your talk.

If the purpose of your talk is to explain a proposed course of action, make sure you know exactly what action is to be recommended; what are the preliminary steps, in what order, the reasons for each; what results are expected; what obstacles are possible, probable; what can be done to overcome them. . . . and be prepared to answer objections.

## II. ORGANIZATION

This involves many aspects:

1. You must have your purpose clearly in mind, know what you want your audience to understand or believe or do.
2. You must figure out and decide how this purpose is to be achieved.
3. You must fit your briefing to your audience. . . . each is unique. Learn beforehand whom you will be speaking to, why they are there to hear you, what they want to know, how much they already know. This brings in the idea of selectivity, choosing material for its utility in this particular situation, throwing out what is not helpful or is harmful.
4. You must organize your talk to fit the place and physical circumstances--the size of the room, need for or availability of loudspeakers, the ease or difficulty of using visual aids there, possible disturbances. These things should be seen to before the briefing.

5. You must plan the talk: putting the points you want to cover in some order so that you can emphasize your central idea, make your main points, group supporting material where it belongs, throw out everything which is not pertinent, come to a conclusion without leaving out anything important. Make it logical; build each statement on a foundation. Tailor your material to the time available to you.
6. In preparing your talk, don't fear to be basic. This does not mean talking down to your audience, for every talk should compliment the intelligence of its hearers--but it is most effective, even necessary, to be basic, to stress fundamentals, and to give peripheral aspects of your subject short shrift, or at least subordinate standing.
7. You will probably have to keep in mind the requirements of security and the need-to-know principle.

### III. COMMUNICATION

This, of course, is the purpose of all that went before. The best studied and organized and planned briefing will not be a success unless it gets through to the audience, unless your ideas become theirs. Several elements enter into the communication of your thoughts to your audience: your delivery, your contact with the audience, your use of visual aids, your personality (sincerity, conviction, directness, humor, as manifested in your platform manner) your reaction to and handling of questions.

Each of these is good for an article all its own. But we can give a few ideas on each right here (these are stated very sketchily, and if you don't have access to a good textbook on speech or if you plan to refer to these notes later, you will have to flesh them out yourself.)

#### DELIVERY

- a) Diction is your choice of words. These should be correct, while avoiding grammatical purism. Selection of words should be precise;

your choice may depend somewhat on your audience, but there should never be an occasion when you want to appear uneducated. Slang is only seldom appropriate.

- b) Voice quality. Your voice should be easily audible to all, but not sustained at maximum volume; clear, not harsh or breathy; flexible, able to vary constantly in volume, pitch, rate, inflection; unaffected; pleasant, without (to damage a metaphor beyond repair) a chip on its shoulder; lively, reflecting animation and emphasis.
- c) Articulation. Without clear and distinct pronunciation and enunciation of your words, your ideas will not be understood or even heard by your audience. Even mild failure in articulation subjects the audience to unwarranted effort. Most bad enunciation is caused by not opening the mouth adequately and not using the lips.
- d) Speed--too fast and no one can understand you, too slow and all will go to sleep. Your aim: clear enunciation, logical grouping of words, and a fairly even rate of speed.
- e) Volume. Make sure you are being heard--that's the level you want. Shouting may antagonize your audience and will certainly injure your throat.
- f) Gestures should be natural and uncontrived, emphasize what you are saying, not draw attention away from it (which can happen both if they are inept and if they are too flamboyant). Remember that head movements and facial expressions are also gestures. A good rule for the hands: unless you have a good natural reason for a gesture, do nothing with them.
- g) Platform manner should show confidence (felt or unfelt), create a good impression, induce a positive response. This will happen if you are alert, pleasant, friendly, natural, enthusiastic. Look at the audience, at individuals in the audience, not at the ceiling or out the window or at the floor. Control

body actions, avoiding up-and-down movements, swaying, pacing, jiggling change in pockets. Stand erect, at ease, every movement under control.

VISUAL AIDS should be

- a) easy to see (did you ever try reading half-inch letters from the rear of a large room or viewing a slide when the projector is in the way?)
- b) easy to handle (examples of what not to use are a chart too heavy or awkward for you to lift, a map folded 17 times, a picture rolled so tightly it won't stay unrolled, a projector which won't project.)
- c) attractive, but not distracting (remember that it is an "aid", not the purpose of the briefing.)
- d) clear (expressing the ideas you want to get over or emphasize, and no others); simple (not cluttered with extraneous material or so elaborately lettered or designed as to confuse more than help.)
- e) dynamic (it's better to limit yourself to black-board and chalk than to depend on a static display; parenthetically inside these parentheses, the use of chalk can be very creative, illustrating a talk as it develops and in accord with audience need and interest.)
- f) designed, if possible, for the particular audience with which it is used.
- g) thoroughly planned in advance, including an attempt to anticipate everything which can go wrong.

(Editor's Note: The use of visual aids will be the subject of a separate article in an early issue of the BULLETIN.)

HANDLING QUESTIONS--How To

Often there will be a question period following your briefing; there may be questions even if not expected. Here are some suggestions on how to handle them:

Try to anticipate what points may be raised and prepare for them.

If the questioner is asking for information, answer him, if you can, by expanding, amplifying, or rephrasing your briefing material. If you don't know the answer, say so.

If the question is argumentative it may support your stand or take issue with you. If the former, be grateful for the support; if the latter, answer as best you can, recognize the questioner's right to differ, and turn as soon as possible to another question.

If the query is irrelevant, handle as gently as possible, trying to avoid offending the questioner, who is sure his problem is pertinent.

Do not repeat a question unless audience cannot hear it or you are not sure you understand it.

If you have a question period but no one asks any, try to stimulate some. When time is up, firmly cut the questions short.

#### SOME COMMON PROBLEMS

1. Nervousness. Even years of experience are no guarantee that you won't feel the familiar "butterflies". One thing you should remember is that the audience is not likely to know you are nervous unless you tell them. And one of the best ways of hiding and dissipating nervousness is through controlled bodily movement: perhaps read your introductory remarks, begin by writing on the blackboard, take a moment to adjust a visual aid or begin the talk by drawing attention to it, or begin with an extra forceful voice. These and other types of physical activity release the emotional tension which is making you nervous.
2. The vocalized pause, usually a long or short "uh", sometimes one or more per sentence. There is only one solution--be conscious of the habit and practice getting along without it.

3. Avoid dropping your voice at the end of sentences.
4. The mental blackout--you can't for the moment remember a thing. First, realize it won't last long, even though it may seem long to you. You may be able to make it seem a deliberate pause. Remember too that you are the only one who knew what you were going to say and thus the only one who knows that you have forgotten. Check your notes. Forge ahead on the next topic of your briefing. If what you have forgotten comes back to you, fit it in if appropriate; otherwise, ignore it.
5. Disturbances inside or outside the room. Ignore them unless they interfere with communication between you and the audience. If they do, pause until they end; if they refuse to end, do something.
6. Should you read your talk? Although there are some occasions which demand that a speech be read, this is not true of a briefing. In addition, a talk read to an audience is seldom as effective as one (seemingly) ad libbed or given extemporaneously. The use of a script ties you to the lecturn, inhibits gestures and the use of visual aids, may distract or displease audience. And it doesn't make last minute changes or inspirations easy. If you must read, try to follow the same rules of composition given above.
7. Hands--what to do with. If not gesturing, they should hang at your sides, relaxedly....not in your pockets.
8. How do I end my talk? Restate and stress the main points, succinctly and vividly, if you can; summarize anything else worth repeating; and end.
9. Do I need an introduction? It helps, but make it short.



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10. Talking down to the audience. This results more from an attitude of mind than from choice of words. Remember that your hearers are intelligent men, not children. Choose a nontechnical vocabulary, though, unless you are talking to technicians.

Editor's Note: In a sense, what you have been reading was a briefing. For your own benefit, go back over it and decide whether it follows its own rules, where it fails. Does the "briefer" seem to know what he is talking about? Can you see any evidence of a plan? Has he made his purpose clear and achieved it? You can't judge delivery, of course, but has he done everything required of him before presenting it orally? Has he anticipated most of your questions?

The teaching machine--still in the process of establishing a place for itself in the educational curriculum--has won recognition as an interesting historical development. The Smithsonian Institution in Washington has asked Ohio State University for the loan of the first teaching machine for display with the original patent models of such historic inventions as the phonograph, telegraph, sewing machine and cotton gin.

Invented by Dr. Sidney L. Pressey, who retired from the university as professor emeritus in 1959, the teaching machine was shown to the American Psychological Association in 1925, the year it was built. Dr. Pressey, now 74 years old, teaches educational psychology at the University of Arizona.

His teaching machine, built from typewriter parts, asked the student questions with a choice of four possible answers. If the student selected the wrong answer, he was helped to find the correct answer. The machine also recorded his attempts and rewarded good performance with a piece of candy.

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EXTERNAL PROGRAMS

# EXTERNAL PROGRAMS

## BROOKINGS INSTITUTE PROGRAMS

The Brookings Institution proposes to continue during the fiscal year 1964 its series of conferences concerned with "Executive Leadership in Democratic Government". Two series of conferences will be held: one primarily for administrative and program officers, the other, for scientists, engineers, and administrators of scientific and technical activities. Science administrators may, however, be admitted to either of the programs. The two-week conferences for program officers are scheduled for 1-13 December 1963; 1-13 March 1964, and 7-19 June 1964; the one-week conferences for scientific officers are scheduled for 13-18 October 1963, 12-17 January 1964, and 10-15 May 1964. The Agency usually receives one slot for each conference. Nominees should be in grades GS-15 and above. Nominations should be submitted as soon as possible to Deputy Directors for final selection.

## SUMMER SCIENCE COURSES

Radiation Shielding, 1-26 July, Kansas State University: Shielding against residual radiation from nuclear weapons and from initial neutron and gamma rays; topics will be covered in theory and experimentation.

Infrared Spectroscopy, 13-23 August, Fisk University: fundamentals, interpretations, and techniques of infrared spectroscopy.

Pictorial Data Processing and Pattern Recognition, 19-26 August, Yeshiva University: lectures and workshops on pictorial image quality, redundancy, encoding, analysis, and synthesis.

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FAR  
EASTERN  
LANGUAGES

The first of five rotating Far Eastern Language Institutes, sponsored by the Committee on Institutional Cooperation (CIC consists of the Universities of Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, and Wisconsin) of the "Big Eleven", will be held at the University of Michigan from 24 June-17 August. The faculty will be drawn from the Chinese and Japanese teaching staffs of the CIC institutions and from specialists at other universities. Intensive courses will be offered in first-, second-, and third-year Chinese and Japanese. In addition, the following courses of lesser intensity will be offered: Reading Course in Chinese, Chinese Phonetics and Phonemics, Comparative Chinese Dialects, Contrastive Studies in Chinese and Japanese, Structure of the Japanese Language, and Studies in the Japanese Language.

NEAR  
EASTERN  
LANGUAGES

An interuniversity program in Near Eastern languages will be offered 18 June - 15 August at Georgetown University's Institute of Languages and Linguistics. The other universities cooperating in the program are Columbia, Harvard, Johns Hopkins (SAIS), Princeton, UCLA, Michigan, and Texas. Courses of instruction are: Introductory Colloquial Moroccan Arabic; Introductory, Intermediate, and Advanced Standard Arabic; Introductory Armenian; Introductory and Intermediate Persian; Introductory and Intermediate Turkish; Seminar in Modern Arabic Syntax; Survey of Iranian Linguistics.

HARVARD  
PROGRAM  
FOR  
MANAGEMENT  
DEVELOPMENT

The Harvard Business School will conduct the 6th and 7th sessions of its Program for Management Development (PMD) during the 1963-64 academic year. One session of the intensive 16-week course will be from 26 August to 16 December; the other, from 3 February to 23 May.

PMD seeks to develop in the young manager the skills, understanding and attitudes essential to the effective execution of administrative responsibilities.

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The curriculum includes: General Management, Human Behavior in Organizations, Finance, Quantitative Analysis, Issues in Business.

CIA has had participants in all five sessions of the PMD conducted to date. Although the program is completely business-oriented, Agency participants have said that most parts of the program are helpful to anyone in a management position and that the faculty and guest speakers are for the most part first-rate.

Candidates for admission to PMD should be from 28 to 37 years of age and should have demonstrated leadership ability and a potential for broader management responsibilities. Candidates must also have completed the Agency's Management Course. Requests to attend the Program should be submitted to the Registrar/TR through the candidate's Deputy Director. Harvard's deadlines for receiving applications are 15 June 1963 (6th session) and 1 January 1964 (7th session).

MICRO  
ANALYSIS  
COURSE

In addition to the special courses listed in the April OTR BULLETIN, the Massachusetts Institute of Technology will offer: Quantitative Electron Micro Analysis, 8-12 July; Tuition: \$200.

ELECTROMAGNETIC  
MEASUREMENTS  
AND  
STANDARDS

The Graduate School of the National Bureau of Standards, in association with the University of Colorado, is offering an intensive, three-week, graduate-level course in Electromagnetic Measurements and Standards from 22 July to 9 August 1963 at Boulder, Colorado. A bachelors degree in electrical engineering, physics, or equivalent academic or practical experience is required. Attendance will be limited, so early applications are necessary to ensure consideration. Registration will be closed on 1 July 1963. Tuition for the course is \$300.

TECHNICAL  
COURSES

Case Institute of Technology will offer two summer courses in 1963: Operations Research, 10-21 June, tuition: \$400; Bearing Technology, 8-19 July, tuition: \$300.

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SPECIAL  
PROGRAMS  
IN  
PRECISE  
MEASUREMENT

The George Washington University's School of Engineering and Applied Science will present two one-week courses in precise measurement during June 1963. Reliability Engineering in Practice will be conducted 10-14 June; Microwave Measurements, 17-21 June. Reliability Engineering in Practice is intended to develop a thorough understanding of the fundamental concepts and powerful techniques which are in use or which can be utilized for Reliability Engineering. Microwave Measurements will be a detailed treatment of the many techniques for measuring the electrical parameters of microwave circuits and systems. The fee for each course is \$250.

Requests to attend one or both of these courses should be forwarded to the Registrar Staff/TR as soon as possible; applications for admission must be received by GWU prior to 20 May.

COLBY  
COLLEGE  
LANGUAGE  
SCHOOL

The sixteenth session of Colby College Summer School of Languages (Waterville, Maine) will be held from 22 June to 9 August. Intensive instruction will be given in French, German, Russian, and Spanish at the elementary, intermediate and advanced levels. Tuition for students who do not live on Campus is \$260. Books and supplies are extra.

CSC  
INSTITUTE

The U. S. Civil Service Commission will conduct an Institute for Leaders in Scientific Programs 17-21 June. The institute will explore important concepts and current issues related to the organization and administration of scientific and related activities of the Federal Government. Participation will be limited to 40 scientists and scientific administrators at the GS 15-18 level or PL 313 and similar appointees. Cost of the Institute will be about \$100 per participant. Requests to attend should be forwarded to the Registrar/TR not later than 16 May.

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EXTERNAL PROGRAMS

SUMMER  
SESSIONS  
LOCAL  
UNIVERSITIES

Registration dates of area universities for the 1963 Summer Sessions are listed. The dates classes begin are also shown. Training requests (Form 136) from individuals seeking Agency sponsorship must be sent to the Registrar at least three weeks before the registration date so that arrangements can be made for an advance of funds to cover tuition.

	<u>Registration</u>	<u>Classes Begin</u>
<u>American University</u>		
1st 5-week, 8-week, & 10-week sessions	21 June	24 June
2nd 5-week session	26 July	29 July
<u>Catholic University</u>	26-29 June	1 July
<u>Georgetown University</u>		
1st session	18 June	19 June
2nd session	25 July	26 July
<u>George Washington Univ.</u>		
Law School		
1st, 2nd, & 13-week sessions	10 June	
1st & 13-week sessions		11 June
2nd session only	26 July	29 July
School of Education		
9-week workshop		
1st Block	17 June	18 June
2nd Block	8 July	9 July
3rd Block	29 July	29 July
6-week session	8 July	9 July
All other Schools (8 wks.)	17 June	18 June
<u>Howard University</u>	17 June	18 June
<u>University of Maryland</u>	24 June	25 June
<u>Department of Agriculture</u>		
Graduate School	27 May-1 June	3 June
<u>University of Virginia</u>		
Northern Virginia Center	13 May-10 June	10 June

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COLORADO 8 July-30 August--Chemical Engineering Institute:  
SPECIAL four courses in the area of the ultra high vacua,  
SUMMER the super pressures, cryogenics, and the higher  
PROGRAMS temperatures.

16 June-13 July--The Executive Development Pro-  
gram: a program offered by the School of Business  
to prepare executives in middle management for posi-  
tions of greater scope and responsibility.

19-21 June--Computer Engineering Conference: a  
forum for idea exchange in computer utilization;  
emphasis on the application of computer science to  
the solution of new problems.

14-16 August--Electronic Circuit Packaging Sympo-  
sium: a technical education program for engineers  
working in all phases of circuit packaging design.

20-22 August--Cryogenics Conference: for engineers,  
physicists, and chemists who are interested in low-  
temperature work; certain fundamental characteris-  
tics of low-temperature effects will also be studied.

REGISTRATION Applications for external training under Agency aus-  
FOR pices should be sent through Training Officers to the  
EXTERNAL Chief of the External Training Branch, OTR, exten-  
PROGRAMS sion 5231. An employee who wants to take outside  
courses at his own expense is required to make ar-  
rangements in accordance with the provisions of  
25X1A [REDACTED], paragraph 7e.

25X1A Further information on the external programs listed  
here and on others may be obtained from the External  
Training Branch or from the Admissions and Infor-  
mation Branch of the OTR Registrar Staff; call Mary  
[REDACTED] extension 5517, or come in person to  
Room GC-03. AIB maintains a collection of catalogues,  
brochures, directories, and other publications of aca-  
demic, commercial, and government institutions.  
Class schedules of local universities are available.

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EXTERNAL PROGRAMS

SUMMER  
ENGINEERING  
COURSES

The University of Michigan has scheduled the following intensive courses during the summer of 1963:

Human Factors Engineering--Concepts and Theory  
(10-21 June)  
Semiconductor Theory and Technology (10-21 June)  
Introduction to Digital Computer Engineering  
(10-21 June)  
The Physics of Computer Devices (10-21 June)  
Automata Theory: Advanced Concepts in Information Processing Systems (10-21 June)  
Advanced Automatic Programming (10-21 June)  
Numerical Analysis (10-21 June)  
Systems Engineering (8-19 July)  
Measurement of Human Sensory Processes--  
Theory and Applications (8-17 July)  
Automatic Speech Recognition (8-19 July)  
Engineering Applications of Reliability: Problems of Design, Research, and Testing of Mechanical Components and Assemblies (8-19 July)  
Underground Storage of Natural Gas (8-19 July)  
Application of Analog Computers to the Solution of Partial Differential Equations (8-13 July)  
Value Analysis and Engineering--Theory and Applications (8-12 July)  
Written Communications for Engineers, Scientists, and Technical Writers (5-9 August)  
Foundations and Tools for Operations Research and the Management Sciences (12-23 August)  
Recent Mathematical Advances in Operations Research (12-23 August)  
Use of Computers in Metallurgical Engineering (12-23 August)  
Flight Mechanics of Space and Re-entry Vehicles (12-21 August)  
Random Processes: Noise, Optimum Filtering, Detection, and Information Theories (15-23 Aug)  
Quality Control by Statistical Methods (19-29 Aug)  
Production and Inventory Control Systems (19-23 August)

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SURVEY  
RESEARCH  
INSTITUTE

The University of Michigan will hold its sixteenth annual Institute in Survey Research Techniques from 24 July-17 August. The Institute is designed to meet some of the educational and training needs of men and women engaged in business and governmental research or other statistical work. The following introductory courses will be given during the first four weeks of the summer session, 24 June-20 July:

Introduction to Survey Research  
Questionnaire Construction, Interviewing, and  
Coding  
Analysis of Survey Data  
Advanced Survey Research Methods  
Methods of Survey Sampling

SLAVIC  
LANGUAGES

The University of Michigan will offer intensive courses in first-year Serbo-Croatian and first-, second-, third-, and fourth-year Russian from 24 June-17 August 1963.

NDEA  
GRADUATE  
FELLOWSHIPS

The Office of Education has approved 623 graduate fellowship programs at 155 colleges and universities for the 1963-64 academic year. These fellowships are distributed as follows: humanities, 21 percent; education, 10 percent; social sciences, 24 percent; biological sciences, 18 percent; physical sciences and mathematics, 16 percent; and engineering, 11 percent. Graduate fellowships are awarded to able students working toward a doctoral degree in preparation for teaching careers. For each fellow enrolled in an approved graduate program, the participating school receives up to \$2500. The fellows receive \$2000 in the first year, \$2200 in the second, and \$2400 in the third, plus an allowance of \$400 for each dependent.

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FIREMAN'S  
COURSE

The University of Maryland has scheduled its annual Fireman's Short Course for 8-11 September. There is no charge for the Course.

DEFENSE  
INTELLIGENCE  
SCHOOL  
COURSES  
FOR  
FY 1964

The Defense Intelligence School (DIS) has announced its schedule of courses to be conducted during fiscal 1964. The courses and dates are:

Defense Intelligence Course (9 months)--a broad education in the fundamentals of intelligence. Students should be in grades GS-11 through 13 or have the rank of 1st Lieutenant through Major and have a baccalaureate degree. Top Secret clearance is required.

9 Sep 63 - 12 Jun 64

Attache Course (16 weeks)--purpose of the course is to prepare commissioned officers for assignment as military attaches and assistant military attaches. Top Secret security clearance and specific cryptographic access authorization are required.

3 Sep 63 - 20 Dec 63

6 Jan 64 - 24 Apr 64

27 Apr 64 - 14 Aug 64

Strategic Intelligence Course (4 weeks)--provides a working knowledge of strategic intelligence, its primary purpose and major functions, and the application of the components of strategic intelligence to the study of major world areas. Students should be in grade GS-12 or above or hold the rank of Captain or higher, have at least two years of college education and Top Secret clearance.

8 Jul 63 - 2 Aug 63

7 Nov 63 - 6 Dec 63

16 Mar 64 - 10 Apr 64

Attache Staff Course (11 weeks)--consists of three phases: administration, finance, and communications security, any one of which may be taken separately. Secret security clearance is required. Students attending the communications security course must have specific authorization for access to cryptographic material.

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Phase	Dates
Administration	1 Jul 63 - 26 Jul 63
ComSec	1 Jul 63 - 19 Jul 63
Finance	29 Jul 63 - 23 Aug 63
Administration	26 Aug 63 - 20 Sep 63
ComSec	26 Aug 63 - 13 Sep 63
Finance	23 Sep 63 - 18 Oct 63
ComSec	23 Sep 63 - 11 Oct 63
Administration	21 Oct 63 - 15 Nov 63
ComSec	21 Oct 63 - 8 Nov 63
Finance	18 Nov 63 - 13 Dec 63
Administration	6 Jan 64 - 31 Jan 64
ComSec	6 Jan 64 - 24 Jan 64
Finance	3 Feb 64 - 28 Feb 64
ComSec	3 Feb 64 - 20 Feb 64
Administration	2 Mar 64 - 27 Mar 64
Finance	30 Mar 64 - 24 Apr 64
Administration	27 Apr 64 - 22 May 64
ComSec	27 Apr 64 - 15 May 64
Finance	25 May 64 - 19 Jun 64
ComSec	25 May 64 - 12 Jun 64

Strategic Intelligence Officer Refresher Course  
(Reserve components)(2 weeks)--provides com-  
missioned officers of the reserve components re-  
freshers training in, or a working knowledge of,  
current concepts, methods, and content of the stra-  
tegic intelligence process. Top Secret security  
clearance is required.

10 Jun 63 - 21 Jun 63

17 Aug 64 - 28 Aug 64

#### INTERNATIONAL DEVELOPMENT

The Tenth Annual Meeting of the National Conference  
on International Development will be held at the May-  
flower Hotel, Washington, D. C., on 28-29 May to  
discuss current trends in national and international  
assistance programs in all developing countries of  
Asia, Africa, and the Americas.

#### PROFESSIONAL MEETINGS

24-29 June

Inter-American Conference on Phys-  
ics Education, 1st, Rio de Janeiro,  
June 24-29, 1963. (Pan American  
Union, Washington 6, D. C.)

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- 9-11 July International Symposium on Space Telecommunications, Boulder, Colo., July 9-11, 1963. (1963 PGAP International Symposium, Boulder Laboratories, National Bureau of Standards, Boulder, Colorado)(Institute of Electrical and Electronics Engineers, Professional Group on Antennas and Propagation.)
- 9-11 Sept. International Conference on Weak Interactions, Brookhaven, N. Y., Sept. 9-11, 1963. (Dr. Gian Carlo Wick, Brookhaven National Laboratory, Long Island, N. Y.)(International Union of Pure and Applied Physics)
- 28 Oct. -1 Nov. International Symposium on Plasma Phenomena and Measurements, San Diego, Calif., Oct. 28-Nov. 1, 1963. (Secretary, Institute of Electrical and Electronics Engineers, Box A, Lenox Hill Station, New York 21, N. Y.)(Institute of Electrical and Electronics Engineers, National Aeronautics and Space Administration, U. S. Atomic Energy Commission and U. S. Air Force Office of Scientific Research.)

AMA  
PUBLICATIONS

The Registrar Staff has three copies of Technical Planning in the Defense Industry, published by the American Management Association. The publication may be borrowed by calling [REDACTED] extension 5517.

25X1A

Copies of Solving the Problems of Employee Absence, an AMA research study by Frederick J. Gaudet, are also available.

## SCHEDULES OF OTR COURSES

(through 31 December 1963)

Courses marked with an asterisk are given away from headquarters; registration closes two weeks in advance. All other registrations close the Wednesday before the course begins.

As other courses are scheduled by the Office of Training, they will be announced in OTR BULLETINS. For further information call Admissions and Information Branch, extension 5203 or 5517.

COURSE TITLE	DESCRIPTION	DATES
Administrative Procedures	full time, 80 hours	8 Jul-19 Jul 25 Nov- 6 Dec
Americans Abroad Orientation	hours vary	on request, call x3477
Anticommunist Operations	part time, 80 hours	13 May- 7 Jun 4 Nov-27 Nov
Budget & Finance Procedures	full time, 80 hours	8 Jul-19 Jul 16 Sep-27 Sep 25 Nov- 6 Dec
Cable Refresher	part time, 4 1/2 hours	on request, call x5113
China Familiarization	full time, 40 hours	in fall: dates undetermined
CIA Introduction	part time, 3 hours	for EOD's, every Monday afternoon
CIA Review	part time, 2 hours	14 May, 11 Jun, 9 Jul, 13 Aug, 10 Sep, 8 Oct, 12 Nov, 10 Dec
CS Records Officer	part time, 20 hours	3 Jun- 7 Jun 2 Dec- 6 Dec
CS Review	full time, 64 hours	17 Jun-26 Jun 30 Sep- 9 Oct

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COURSE TITLE	DESCRIPTION	DATES
Clerical Refresher	part time, 20-30 hrs	27 May-21 Jun 1 Jul-26 Jul 5 Aug-30 Aug 9 Sep- 4 Oct 14 Oct- 8 Nov 18 Nov-13 Dec (typing pretests given every Wednesday morning before course begins; shorthand pretests given every Thursday morning before course begins)
Communism--Introduction	full time, 80 hours	13 May-24 May 24 Jun- 5 Jul 23 Sep- 4 Oct 18 Nov-27 Nov
CP Organization & Operations	part time, 80 hours	7 Oct- 1 Nov
Conference Techniques	part time, 24 hours	28 Oct- 4 Dec
Counterinsurgency Program Planning	full time, 80 hours	27 May- 7 Jun 23 Sep- 4 Oct
CI Familiarization	full time, 80 hours	13 May-24 May 9 Sep-20 Sep 4 Nov-15 Nov
	full time, first week; part time second and third weeks 80 hrs	14 Oct- 1 Nov
	part time, 60 hours	14 Oct- 1 Nov
	full time, 80 hours	7 Dec-18 Dec
Dependents Briefing	part time, 6 hours	4-5 Jun, 2-3 Jul, 6-7 Aug, 10-11 Sep, 1-2 Oct, 5-6 Nov, 3-4 Dec
Effective Speaking	part time, 24 hours	16 Sep-23 Oct
Geography of USSR	part time, 120 hours	4 Sep-14 Oct
Info Reports Familiarization	part time, 40 hours	21 Oct- 1 Nov

COURSE TITLE	DESCRIPTION	DATES
IRR&R	full time, 120 hours	3 Jun-21 Jun 23 Sep-11 Oct 18 Nov- 6 Dec
Intelligence Production for JOTs	full time, 520 hours	28 Oct-10 Jan 64
Intelligence Research (Map and Photo Interpretation)	part time, 50 hours	7 Oct- 8 Nov
Intelligence Research Techniques	part time, 144 hours full time, 160 hours	25 Nov-20 Dec (for all offices) 23 Sep- 8 Nov (for OSI)
Intelligence Techniques for JOTs	full time, 120 hours	22 Jul- 9 Aug
Instructor Training	full time or part time	on request, call x6044
Intelligence--Introduction	full time, 80 hours	10-21 Jun, 9-20 Sep, 4-15 Nov, 2-13 Dec (tent.)
Intelligence Review	full time, 80 hours	7 Oct-18 Oct
Language Courses	See end of schedule	
*Management	full time, GS11-12 GS-14 and above	4 Nov - 8 Nov 21 Oct-25 Oct
*Management: Seminar in Management Practices	full time, 64 hours GS-14 and above	6 Jun-14 Jun Possibility for fall
	full time, 168 hours	9 Aug- 7 Sep
	full time, 720 hours	16 Sep-24 Jan 64
	full time, 240 hours	16 Sep-25 Oct
	full time, 160 hours	10 Jun- 5 Jul 19 Aug-13 Sep 28 Oct-22 Nov

25X1C COURSE TITLE	DESCRIPTION	DATES
Basic	full time	22 Jul- 1 Nov
Supervision	part time, 40 hours GS 5-10	30 Sep- 4 Oct      2 Dec- 6 Dec
Travel Procedures	part time, 20 hours	13 May-17 May      16 Sep-20 Sep      9 Dec-13 Dec
USSR-Basic Country Survey	full time, 80 hours	4 Nov-15 Nov
Writing Workshops	part time, 27 hours	
Basic		14 May- 6 Jun      10 Sep- 3 Oct
Intermediate (DDS only)		14 May- 6 Jun      19 Nov-12 Dec
Intermediate		19 Nov-12 Dec
Advanced (NPIC only)		10 Sep- 3 Oct
Advanced (For DDS GS-15 and above)		22 Oct-14 Nov
Correspondence		Register any time; use Form 73

(Pretests, Int. and Adv., Room GD-12 on last Monday of month. To register, call extension 6282.)

Language classes will be offered as indicated below if there is sufficient enrollment. Other languages will be offered if there is a requirement for them and to the extent that scheduling and instructor availability permit. Inquiries concerning instruction not listed here should be addressed to Language and Area School, extension 2873. (R--Reading S--Speaking W--Writing)

#### SEPTEMBER

##### CHINESE

Basic RSW, full time (1600 hrs, 40 wks)  
Intermediate RSW, full time (1600 hrs, 40 wks)  
Advanced RSW, full time (1600 hrs, 40 wks)  
Basic RW Phase I, part time (120 hrs, 20 wks)  
Intermediate RW Phase I & II, part time  
(120 hrs, 20 wks)  
Advanced RW Phase I, part time (120 hrs, 20 wks)

##### GERMAN

Basic RSW, full time (800 hrs, 20 wks)  
Intermediate RSW, full time (400 hrs, 20 wks)  
Basic RSW Phases I & II, part time (120 hrs,  
20 wks)

##### PERSIAN

Basic RSW, full time (960 hrs, 24 wks)



SEPTEMBER (continued)

FRENCH

Basic RSW, full time (800 hrs, 20 wks)  
Intermediate RSW, full time (400 hrs, 10 wks)  
Basic RSW Phase I, part time (100 hrs, 10 wks)  
Basic RSW Phase III, part time (60 hrs, 10 wks)

RUSSIAN

Familiarization, part time (80 hrs, 20 wks)

OCTOBER

ARABIC

Basic Lebanese-Palestinian RSW, full time  
(1600 hrs, 40 wks)  
Basic Classical R, part time (160 hrs, 40 wks)

EAST EUROPEAN LANGUAGES

Workshop R, part time (15 wks)

FRENCH

Basic R, part time (60 hrs, 10 wks)

ITALIAN

Basic RSW Phase I, part time (100 hrs, 10 wks)  
Intermediate RSW Phase I, part time (60 hrs,  
10 wks)

SPANISH

(Full time courses offered on request)  
Basic RSW, Phases I and II, part time (100 hrs,  
10 wks each)

RUSSIAN

Basic RSW, full time (1600 hrs, 40 wks)  
Intermediate RSW, full time (520 hrs, 13 wks)  
Advanced RSW, full time (520 hrs, 13 wks)  
Familiarization, part time (24 hrs, 12 wks)  
Basic RSW, part time, Phases I, II, and III  
(120 hrs, 20 wks each)  
Advanced RSW Phase I, part time (90 hrs,  
15 wks)  
Intermediate Seminar RS (40 wks)  
Advanced Seminar RS (40 wks)  
Basic R Phase I, part time (90 hrs, 15 wks)  
Intermediate R Phase I, part time (90 hrs, 15 wks)  
Intermediate Scientific & Technical R (15 wks)  
Intermediate Economic & Political R (15 wks)  
Basic R Special, part time (200 hrs, 40 wks)  
Intermediate Interpreter, part time (90 hrs, 15 wks)  
Advanced Interpreter R, part time (90 hrs, 15 wks)  
Intermediate Refresher RSW, part time (45 hrs,  
15 wks)  
Intermediate Refresher R, part time (45 hrs,  
15 wks)

SOME GENERALIZATIONS ABOUT PEOPLE
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The following observations and generalizations are drawn from the experiences of a number of successful managers. These are by no means rules for human relations. Their application as such without the presence and underlying support of a sound managerial outlook is not likely to be successful. These observations do not establish techniques but may assist the manager to develop and mold useful attitudes toward himself and toward those people with whom he must deal to achieve a smooth operation within his organization.

People's behavior is caused to a very great extent by habit and emotion, and to a much lesser extent by considerations of reason.

People are different; they expect and deserve to be treated as individuals.

People work best when they know that their chief is interested in them.

People work harder when helped to feel important than when motivated by fear. They like to get credit when they deserve it.

People are generally averse to sudden changes; they are more likely to accept them if they are prepared for them.

People try to live up to the supervisor's expectations of them. Subordinates often copy the way the chief does things.

People like to receive simple, clear, understandable instructions so that they know what is expected and how the supervisor wants it done. They work best when informed of matters that concern them.

People work best when they feel that they belong; they wish to participate in an organization's undertakings.

People will work best for a supervisor whom they trust and respect; they look for consistency of treatment from the standpoint of knowing what the supervisor will permit and what he will not allow.

People work best for a supervisor who likes people and manifests an interest in their personal affairs.

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People expect and deserve to be punished or reprimanded when it is required. Supervisors should establish standards of behavior and effectiveness that must be met.

People dislike and resent public criticism and unfavorable comparison to others in the group; they dislike "losing face".

People will produce more when there is some incentive present; they like to know the objectives of the team.

People like to feel that they are using the abilities they have and that their future will be secure if they do a good job.

People like to be told, in the right way, when they are doing something wrong; but they also like to be told the correct way or how to improve.

People like to be understood and to know where they "stand".

(From Air Force Manual 25-1, THE MANAGEMENT PROCESS)

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## OTR DIRECTORY

	Director of Training	Matthew Baird	1D-0418	7211
	Deputy Director of Training		1D-0418	7211
SCHOOLS	Intelligence School		1D-0011	5963
	Briefing Officer		1D-0023	5941
	School of International Communism		1D-1617	7371
	Language and Area (Arl. Towers)		2206 A. T.	3065
	Language		2206 A. T.	2381
	Tutorial		2206 A. T.	2873
	Vol. Program		2206 A. T.	2470
	Area	25X1A	2210 A. T.	3477
	Operations		GD-5321	5191
STAFFS	Junior Officer Program		1D-0009	6093
	Plans and Policy		1D-0410	6044
	Educational Specialist		1D-0423	6044
	Registrar		GC-03	5513
	Deputy Registrar		GC-03	5513
	Admissions and Information		GC-03	5517
	External Training		GD-2603	5231
	Support		1D-0420	7214

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CPYRGHT

"But are there any swamps on the moon?" I inquired, attempting to suggest she might be practicing a deceit the school directors would view dimly.

"That," she replied severely, "is neither here nor there."

Possibly Miss Grosskopf was a little weak on lunar bogs.

"We mustn't predispose the young imagination, sir," she cautioned, gently now, intimating that perhaps it would not be necessary after all to keep me in after class.

"The children will discover and interpret as they progress. Should they decide on the evidence that there are no swamps on the moon, then they will create one proper to a lunar environment which would permit swamps. We do want to encourage creativity, don't we? We do see now, don't we?"

I felt I had been burped.

Walking down the hall, I reported to my wife: "George's class is going to build a swamp."

"That's odd," Myrtle said as she went on setting tile in the bathroom, "you'd think a school like that would have gotten one long ago."

(Franklin P. Jones in SATURDAY REVIEW)

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